DOCUMENT RESUME

ED 394 257 EC 304 777

AUTHOR Coulter, W. Alan
TITLE Alarming or Disarming?: The Status of Ethnic Differences within Exceptionalities.
PUB DATE Apr 96
NOTE 27p.; Paper presented at the Annual Convention of the Council for Exceptional Children (74th, Orlando, FL, April 1-5, 1996).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Ability Identification; *Black Students; *Disabilities; Disability Identification; Elementary Secondary Education; Equal Education; Ethnic Groups; *Gifted; *Incidence; Minority Group Children; *Racial Composition; School Demography; School Districts; Special Education; State Surveys; *Student Placement; Talent
IDENTIFIERS African Americans; *Disproportionate Represntation (Spec Educ)

ABSTRACT

This paper examines the issue of disproportion and related controversies of ethnic representation within exceptionalities in special education programs using 1993-94 data on African-American and White students from a southern state. The study defined a significant disproportion as an ethnic representation in a disability category which exceeded 10 percent of the group's representation in the general public school population. A significant disproportion for the gifted and talented category was determined whenever the ethnic representation was less than 10 percent of the group's representation in the general school population. Results indicated that 28 of the 66 local education agencies (LEAs) showed disproportionate representation of African Americans in special education overall. In traditional socially determined disabilities (learning disabilities, emotional or behavioral disorders, and mental disabilities), 62 of the 66 LEAs showed disproportionate numbers of African-American students in these programs. In traditional biologically determined disabilities (orthopedic, deaf, and visually impaired), the disproportionate representation for African Americans was found to be substantially lower. Additional data indicate varying degrees of disproportionate representation in the categories of speech impairments, other health impaired, autistic, multiple disabilities, hard of hearing, and noncategorical preschool. Additionally, 59 of the LEAs showed disproportionate underrepresentation of African-American students in gifted and talented programs. (Contains 30 references.) (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Alarming or disarming? The status of ethnic differences within exceptionalities

W. Alan Coulter

Human Development Center, LSU Medical Center, New Orleans

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
W. A. Coulter
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

ED 394 257

For more than twenty-five years, questions have been raised regarding the disproportionate number of ethnic minority children labeled as having an exceptionality (Designs for Change, 1982; Dunn, 1968; Mercer, 1973; U.S. Government Accounting Office, 1981). Some fifteen years ago the National Academy of Sciences (NAS) issued a definitive report on disproportion which provided a call for a different system of identifying and delivering services to children with special needs (Heller, Holtzman, & Messick, 1982). The NAS report sought to put an end to the controvery of disproportionate placement by calling for a cessation to stigmatizing labels and invalid identification. The report urged more functional assessment and careful attention to effective interventions. Yet, the current delivery system remains essentially unchanged and allegations of disproportionate representation of minorities in special education continue. The very nature of the topic can stir conflicts within the professional community (Gresham, Macmillan, & Siperstein, 1995; Morison, White, & Feuer, 1996; Reschly, 1996; Reschly, Kicklighter, & McKee, 1988).

EC304777

The debate. Administrators and related services personnel have been urged to carefully consider the process by which children are identified for special education and to insure nondiscriminatory assessment and placement (Dana, 1993; Hodap, 1995; Padilla, 1992). Yet the problem has been difficult to examine because, through the years, precise data regarding ethnic differences has been difficult to obtain (Chinn & Hughes, 1987; Peelen, 1995). The controversies regarding both the appropriateness of examining disproportions and the meaning of available data

For comments or more information, please contact: W. Alan Coulter, P.O. Box 57113, New Orleans, LA 70157, (504)942-8214; FAX (504) 942-8305

BEST COPY AVAILABLE

have resulted in continuing debate (Finn, 1982; Harry, 1994; Reschly, 1996). The purpose of this presentation is to revisit the issue of disproportion and related controversies of ethnic representation within exceptionalities using recent data from one southern state.

Comparison of ethnic differences. The simplest rule of examination of ethnic differences is to compare the percentage of students of an ethnic group with the percentage of these students who have a particular disability. The percentages should be similar (not statistically different). For example, if there 15% of all students are African-American, you should expect approximately 15% of students with a mental disability to be African-American. Significant over or under-representation has been suggestive of the need for further examination, if not administrative action (Heller, Holtzman, & Messick, 1982; Peelen, 1995).

A significant discrepancy. Significant differences in proportion have been determined in several ways. Some authors have suggested that 10 percent of the variance of a group's representation in the general population is an acceptable range for deviation (Chinn & Hughes, 1987). This appears most appropriate for large samples. Another accepted standard is a 10 percent variance from the group's representation in the general population. For example, if 15 percent of the general student population was African-American, 5 to 25 percent would be an acceptable range for students identified as having a mental disability who are African-American. Still another metric is to calculate the significance of the proportion statistic. For purposes of cursory analysis of the data to be presented here, which sometimes involves small sample numbers, the ten percent range metric will be used.

The sample. The data to be presented are composed of a state-wide student population for one state during the 1993-94 school year compared to the state's special education count for October 1,

For comments or more information, please contact: W. Alan Coulter, P.O. Box 57113, New Orleans, LA 70157, (504)942-8214; FAX (504) 942-8305

1994. The general student population data were derived from the most recent statistical report on the state's schools (Office of Research and Development, 1995). The special education count was derived from the state's computer-based tracking system which compiles information on individual children which is submitted at least monthly by all school systems in the state (Office of Special Education Programs, 1995). These data are used to both audit school system practices and requests for reimbursement. Sixty-six school districts were examined to determine if and where significant ethnic differences exist in special education exceptionalities. All thiteen federally recognized disabilities (U.S. Department of Education, 1995), gifted, and talented (Board of Elementary and Secondary Education, 1993) make up the state's exceptionality categories.

Method

A significant ethnic difference was determined for a disability whenever the ethnic representation in a disability category exceeded 10 percent range of the ethnic group's representation for the general public school population. A significant ethnic difference for Gifted and Talented was determined whenever the ethnic representation for the category was less than 10 percent of the ethnic group's representation in the general school population.

General characterisitcs of the state. The state's general school population was composed of 51.95% White, 45.21% African-American, 0.42% Native-American, 1.25% Asian-American and Pacific Islander, and 1.10% Hispanic students. Given this distribution, only African-American and White students will be compared in this analysis.

Results

Students in general education and special education. Table 1 shows the results of a simple comparison of the number of White and African-American students in general and special education

For comments or more information, please contact: W. Alan Coulter, P.O. Box 57113, New Orleans, LA 70157, (504)942-8214; FAX (504) 942-8305

(not including gifted and talented) for each local eduaction agency (LEA). Using the 10% range rule, twenty-eight of the sixty-six local education agencies (42.4%) show disproportionate representation of ethnic minorities in special education. Note: If the more rigorous criterion of ten percent of the variance is used, forty-nine LEAs would be designated as disproportionate. These data results are not sufficiently specific to determine disproportionality in areas of typical concern.

Table 1

Students with Disabilites Compared to All Students

LEA	All students White	% All Wh	Wh Students w/ disabili-ties	W % w/Dis	All Students African-American	% All Af-A	Af-A Students w/Dis.	Af-A % w/Dis.
Acadia	7644	**71.2**	868	**63.2**	3070	**28.6**	504	**36.7**
Allen	3266	**73.6**	303	**70.5**	1127	**25.4**	127	**29.5**
Ascension	9515	**68.5**	1038	**55.5**	4229	**30.4**	826	**44.2**
Assumption	2728	**54.9**	209	**38.5**	44.5	**334**	334	**61.5**
Avoylles	4613	**60.5**	313	**48.1**	2970	**38.9**	336	**51.6**
Beauregard	5332	**81.2**	554	**74.7**	1158	**17.6**	184	**24.8**
Bienville	1314	**44.9**	103	**31.1**	1608	**54.9**	228	**68.9**
Bogalusa, City of	1943	**54.8**	193	**52.8**	1594	**44.9**	171	**46.8**
Bossier	11473	**68.4**	824	**55.4**	4847	**28.9**	645	**43.3**
Caddo	21442	**40.0**	1629	**29.7**	31649	**59.0**	3833	**69.9**
Calcasieu	23386	**69.3**	2535	**642**	10158	**30.1**	1392	**35.3**
Caldwell	1575	**77.1**	122	**66.7**	433	**21.2**	61	**33.3**
Cameron	1916	**92.6**	236	**88.1**	126	**6.1**	28	**10.4**
Catahoula	1563	**65.2**	90	**46.6**	816	**34.1**	102	**52.8**
Claiborne	191	**38.8**	103	**30.4**	1864	**60.8**	235	**69.3**
DeSoto	2339	**43.0**	150	**30.7**	3061	**56.2**	336	**68.9**
East Baton Rouge	19464	**39.8**	1862	**28.4**	28320	**57.9**	4675	**71.4**
East Carroll	219	**10.4**	19	**13.7**	1886	**89.4**	120	**86.3**
East Feliciana	1082	**29.7**	86	**30.7**	2558	**70.2**	193	**68.9**
Evangeline	4458	**61.7**	512	**54.4**	2761	**38.2**	429	**45.6**
Franklin	2640	**55.0**	121	**38.8**	2155	**44.9**	190	**60.9**
Grant	2946	**81.6**	247	**69.8**	646	**17.9**	102	**28.8**
Iberia	9245	**58.6**	1209	**48.3**	6044	**38.3**	1272	**50.8**
Iberville	1546	**28.4**	123	**22.5**	3890	**71.5**	423	**77.5**
Jackson	1875	**62.7**	126	**52.3**	1117	**37.3**	115	**47.7**
Jefferson Davis	5066	**73.6**	545	**65.5**	1727	**25.1**	278	**33.4**

For comments or more information, please contact: W. Alan Coulter, P.O. Box 57113, New Orleans, LA 70157, (504)942-8214; FAX (504) 942-8305

LEA, continued	All White students	% Wh	Wh Students w/ disabilities	Wh% w/Dis	All African-American students	% Af-A	Af-A students w/Dis.	Af-A % w/Dis.
Jefferson	28297	**51.0**	3604	**52.1**	21141	**38.1**	2991	**43.3**
Lafayette	16796	**66.2**	1655	**53.9**	8182	**32.2**	1389	**45.3**
Lafourche	12025	**74.6**	1611	**65.0**	3281	**20.3**	735	**29.7**
LaSalle	2615	**87.3**	174	**84.4**	348	**11.6**	31	**12.6**
Lincoln	3581	**58.3**	204	**39.3**	2503	**40.7**	312	**60.1**
Livingston	15945	**93.0**	1246	**83.7**	1169	**6.8**	224	**15.1**
Madison	521	**18.1**	51	**21.6**	2328	**81.0**	185	**78.4**
Monroe, City of	1358	**13.4**	88	**10.2**	8713	**86.2**	773	**89.8**
Morehouse	2266	**35.5**	204	**28.3**	4121	**64.5**	517	**71.7**
Nachitoches	3600	**44.3**	243	**33.1**	4450	**54.8**	490	**66.8**
Orleans	5541	**6.3**	375	**5.7**	78093	**89.3**	61.31	**92.4**
Ouachita	13711	**76.7**	979	**67.5**	4012	**22.4**	455	**31.4**
Plaquemines	2750	**61.6**	241	**58.9**	1493	**33.5**	158	**38.6**
Pointe Coupee	1263	**35.3**	154	**31.4**	2298	**64.3**	316	**66.5**
Rapides	13730	**56.9**	1452	**51.9**	9874	**40.9**	1330	**47.6**
Red River	815	**42.0**	49	**26.8**	1119	**57.6**	134	**73.2**
Richland	1980	**45.6**	170	**36.3**	2350	**54.1**	294	**62.8**
Sabine	2595	**55.7**	238	**48.7**	1273	**27.3**	193	**39.5**
St. Bernard	7779	**85.7**	1081	**85.2**	827	**9.1**	127	**10.0**
St. Charles	6173	**65.0**	475	**51.4**	3145	**33.1**	438	**47.4**
St. Helena	239	**12.8**	25	**10.1**	1626	**87.2**	223	**89.9**
St. James	1272	**29.6**	89	**27.9**	3027	**70.3**	229	**71.8**
St. John	2703	**37.7**	363	**33.7**	43.24	**60.3**	701	**65.1**
St. Landry	8434	**46.8**	817	**40.3**	9514	**52.8**	1204	**59.3**
St. Martin	4754	**54.0**	558	**44.4**	3925	**44.6**	689	**54.8**
St. Mary	5794	**49.8**	618	**42.4**	5225	**44.9**	818	**56.1**
St. Tammany	24553	**83.5**	2775	**74.7**	4508	**15.3**	895	**24.1**
Tangipahoa	9381	**54.4**	983	**44.0**	7755	**44.9**	1242	**55.6**
Tensas	329	**21.9**	43	**15.8**	1173	**78.1**	230	**84.2**
Terrebonne	13367	**66.7**	1524	**57.1**	4804	**24.0**	897	**33.6**
Union	2437	**59.5**	121	**38.4**	1632	**39.8**	192	**60.9**
Vermillion	8066	**77.1**	1044	**75.0**	2076	**19.8**	340	**24.4**
Vernon	8115	**69.6**	813	**71.6**	2646	**22.7**	283	**24.9**
Washington	3101	**58.6**	307	**49.7**	2174	**41.1**	310	**50.2**
Webster	4739	**58.1**	204	**50.7**	3410	**41.8**	197	**49.0**
W. Baton Rouge	1968	**50.3**	113	**37.7**	1935	**49.5**	186	**62.0**
West Carroll	2064	**78.2**	150	**64.7**	570	**21.6**	81	**34.9**
West Feliciana	1137	**52.9**	108	**41.5**	1010	**47.0**	151	**58.1**
Winn	2148	**63.2**	169	**48.3**	1231	**36.2**	179	**51.4**

For comments or more information, please contact: W. Alan Coulter, P.O. Box 57113, New Orleans, LA 70157, (504)942-8214; FAX (504) 942-8305

Traditional socially-determined disabilities. Table 2 shows student population percentages for White and African-American students with traditional socially determined disabilities: learning diabilities, emtional/behavioral disordered, and mental disabilities. Variously termed "subjective" (Ysseldyke & Algozzine, 1982) or "nonnormative" (Tomlinson, 1982), these disabilities have been most frequently characterized as requiring professional judgment in arriving at a diagnosis. Sixty-two of the sixty-six LEAs (93.9%) show disproportion in one or more of the three categories. 48.5% of LEAs (32 of 66) show an ethnic disproportion for learning disabilities. 50% of LEAs (33 of 66) show an ethnic disproportion for emotional/behavioral disorders. 89.39% of LEAs (59 of 66) show disproportion for mental disabilities. Tucker (1980) has pointed to differences in socially determined disabilities versus biologically determined disabilities. Socially determined disabilites are thought to be more susceptible to ethnic disproportion than biologically determined disabilities. As Gelb and Mizokawa (1986) state, "the social context of diagnosis is at least as important as the inner qualities of individuals in creating 'mild handicaps'" (p. 552). The reader will want to carefully study Tables 2 and 3 to contrast these differences for this particular sample.

For comments or more information, please contact: W. Alan Coulter, P.O. Box 57113, New Orleans, LA 70157, (504)942-8214; FAX (504) 942-8305

Table 2

Students with Socially-Determined Disabilities Compared to All Students

LEA	% All White Students	Learning Disabilities % Wh	Emotional/ Behavioral Disordered % Wh	Mental Disabilities % Wh	% All African-American Students	Learning Disabilities % Af-A	Emotional/ Behavioral Disordered % Af-A	Mental Disabilities % Af-A
Acadia	**71.2**	64.0	50.0	45.3	**28.6**	35.9	50.0	54.7
Allen	**73.6**	66.3	62.5	57.4	**25.4**	33.7	37.5	42.6
Ascension	**68.5**	57.0	55.8	36.1	**30.4**	42.9	44.2	63.5
Assumption	**54.9**	48.0	26.5	24.3	**44.5**	52.0	73.5	75.7
Avoylles	**60.5**	42.3	33.3	42.3	**38.9**	57.7	66.7	57.1
Beauregard	**81.2**	72.0	57.1	61.9	**17.6**	27.4	42.9	38.1
Bienville	**44.9**	33.3	44.4	18.0	**54.9**	66.7	55.6	82.0
Bogalusa, City of	**54.8**	54	42.9	17.9	**44.9**	45.3	57.1	82.1
Bossier	**68.4**	50.1	63.1	35.1	**28.9**	48.6	36.9	64.0
Caddo	**40.0**	25.3	32.0	16.5	**59.0**	74.4	67.5	83.4
Calcasieu	**69.3**	63.0	65.1	49.1	**30.1**	36.5	34.9	50.1
Caldwell	**77.1**	57.5	0.0	51.6	**21.2**	42.5	100.00	48.4
Cameron	**92.6**	86.2	100.0	77.3	**6.1**	11.8	0.0	22.7
Catahoula	**65.2**	45.2	28.6	34.1	**34.1**	54.8	57.1	65.9
Claiborne	**38.8**	27.0	60.0	16.3	**60.8**	72.9	40.0	83.7
Concordia	**48.5**	46.2	40.0	23.5	**49.9**	53.8	60.0	76.5
DeSoto	**43.0**	29.8	10.3	21.9	**56.2**	69.3	89.7	78.1
East Baton Rouge	**39.8**	21.0	19.7	20.8	**57.9**	78.9	80.3	79.2
East Carroll	**10.4**	19.1	0	4.3	**89.4**	80.9	0.0	95.7
East Feliciana	**29.7**	32.0	71.4	16.5	**70.2**	68.0	28.6	83.5
Evangeline	**61.7**	63.2	52.9	34.0	**38.2**	36.8	47.1	66.0
Franklin	**55.0**	37.9	50.0	20.7	**44.9**	62.1	50.0	70.3
Grant	**81.6**	71.0	55.6	63.2	**17.9**	28.5	44.4	36.8
Iberia	**58.6**	47.4	30.9	30.4	**38.3**	51.8	69.1	68.7
Iberville	**28.4**	21.9	29.2	12.6	**71.5**	78.1	70.8	87.4
Jackson	**62.7**	47.7	33.3	32.6	**37.3**	52.3	66.7	67.4
Jefferson Davis	**73.6**	68.4	83.3	44.4	**25.1**	31.1	16.7	55.0
Jefferson	**51.0**	50.2	41.7	36.5	**38.1**	45.7	56.3	57.0
Lafayette	**66.2**	50.1	38.0	37.1	**32.2**	49.4	62.0	62.7
Lafourche	**74.6**	66.9	56.2	47.4	**20.3**	26.2	43.0	50.7
LaSalle	**87.3**	89.7	0	77.2	**11.6**	10.3	0.0	22.8
Lincoln	**58.3**	37.3	53.3	21.8	**40.7**	62.7	46.7	78.2

For comments or more information, please contact: W. Alan Coulter, P.O. Box 57113, New Orleans, LA 70157, (504)942-8214; FAX (504) 942-8305

LEA	% Wh	Learning Disabilities % Wh	Emotional/ Behavioral Disordered % Wh	Mental Disabilities % Wh	% Af-A	Learning Disabilities % Af-A	Emotional/ Behavioral Disordered % Af-A	Mental Disabilities % Af-A
Livingston	**93.0**	84.2	82.9	67.5	**6.8**	14.3	17.1	31.9
Madison	**18.1**	21.1	33.3	1.1	**81.0**	78.9	66.7	98.8
Monroe, City of	**13.4**	7.4	4.3	7.9	**86.2**	92.6	95.6	92.1
Morehouse	**35.5**	27.2	55.6	17.7	**64.5**	72.8	44.4	82.3
Nachitoches	**44.3**	33.2	0	26.7	**54.8**	66.4	100.0	73.3
Orleans	**6.3**	3.7	3.6	2.7	**89.3**	94.8	95.4	95.2
Ouachita	**76.7**	61.9	55.3	52.4	**22.4**	36.9	44.7	46.5
Plaquemines	**61.6**	53.7	62.1	48.8	**33.5**	44.1	37.9	46.3
Pointe Coupee	**35.3**	41.5	21.7	26.3	**64.3**	56.9	78.3	73.1
Rapides	**56.9**	45.2	54.5	53.6	**40.9**	54.5	44.6	45.7
Red River	**42.0**	28.8	25.0	11.9	**57.6**	71.2	75.0	88.1
Richland	**45.6**	30.2	25.0	19.6	**54.1**	69.2	68.8	80.4
Sabine	**55.7**	39.6	52.2	35.6	**27.3**	43.5	34.8	57.6
St. Bernard	**85.7**	85.8	81.0	78.1	**9.1**	9.5	15.5	18.4
St. Charles	**65.0**	49.6	39.3	41.0	**33.1**	49.3	60.0	59.0
St. Helena	**12.8**	13.5	10.0	4.1	**87.2**	86.5	90.0	95.9
St. James	**29.6**	24.4	40.0	10.9	**70.3**	74.8	60.0	89.1
St. John	**37.7**	35.8	30.9	19.9	**60.3**	62.7	69.1	78.6
St. Landry	**46.8**	40.4	29.3	25.9	**52.8**	59.5	68.0	73.8
St. Martin	**54.0**	42.4	28.6	37.8	**44.6**	56.5	71.4	62.2
St. Mary	**49.8**	44.2	50.0	23.8	**44.9**	54.3	50.0	75.4
St. Tammany	**83.5**	72.1	59.6	62.2	**15.3**	27.1	38.8	35.7
Tangipahoa	**54.4**	47.1	50.0	20.3	**44.9**	52.7	50.0	79.0
Tensas	**21.9**	12.0	0.0	8.2	**78.1**	88.0	100.0	91.8
Terrebonne	**66.7**	55.6	44.8	47.8	**24.0**	35.2	50.3	42.4
Union	**59.5**	37.4	83.3	33.8	**39.8**	62.6	16.7	64.9
Vermillion	**77.1**	75.0	75.0	63.2	**19.8**	24.8	25.0	36.8
Vernon	**69.6**	69.0	86.4	65.5	**22.7**	27.4	9.1	34.5
Washington	**58.6**	44.4	55.6	31.0	**41.1**	55.6	44.4	69.0
Webster	**58.1**	50.0	88.9	28.4	**41.8**	49.1	11.1	71.6
W. Baton Rouge	**50.3**	32.7	66.7	22.4	**49.5**	67.3	33.3	77.6
West Carroll	**78.2**	60.0	50.0	42.1	**21.6**	38.6	50.0	57.9
West Feliciana	**52.9**	30.4	50.0	42.3	**47.0**	69.6	50.0	57.7
Winn	**63.2**	62.4	100.0	36.9	**36.2**	37.6	0.0	63.1

Traditional biologically-determined disabilities. Table 3 shows data for three traditional biologically determined disabilities: orthopedic disabilities, Deaf (but not Hard-of-Hearing), and

Visually Impaired. Note that the number of LEAS with disproportionate representation for African Americans for these generally biologically determined exceptionalities is substantially lower than for those socially determined exceptionalities.

Table 3

Students with Biologically-Determined Disabilities with All Students

LEA	% All Wh	Othopedic Disabilities % Wh	Deaf % Wh	Blind % Wh	% All Af-A	Orthopedic Disabilities % Af-A	Deaf % Af-A	Blind % Af-A
Acadia	**71.2**	84.2	0.0	77.8	**28.6**	15.8	0.0	22.2
Allen	**73.6**	66.7	100.0	100.0	**25.4**	33.3	0.0	0.0
Ascension	**68.5**	77.3	100.0	83.3	**30.4**	22.7	0.0	0.0
Assumption	**54.9**	60.0	0.0	100.0	**44.5**	40.0	100.0	0.0
Avoylles	**60.5**	84.6	0.0	33.3	**38.9**	15.4	100.0	66.7
Beauregard	**81.2**	83.3	80.0	75.0	**17.6**	16.7	20.0	25.0
Bienville	**44.9**	25.0	100.0	33.3	**54.9**	75.0	0.0	66.7
Bogalusa, City of	**54.8**	57.1	100.0	100.0	**44.9**	42.9	0.0	0.0
Bossier	**68.4**	84.4	25.0	33.3	**28.9**	11.1	75.0	66.7
Caddo	**40.0**	57.5	37.0	50.0	**59.0**	42.5	63.0	50.0
Calcasieu	**69.3**	79.6	70.0	84.2	**30.1**	20.4	30.0	15.8
Caldwell	**77.1**	100.0	0.0	100.0	**21.2**	0.0	0.0	0.0
Cameron	**92.6**	100.0	100.0	0.0	**6.1**	0.0	0.0	0.0
Catahoula	**65.2**	66.7	0.0	100.0	**34.1**	33.3	0.0	0.0
Claiborne	**38.8**	80.0	100.0	75.0	**60.8**	20.0	0.0	25.0
Concordia	**48.5**	100.0	0.0	0.0	**49.9**	0.0	100.0	0.0
DeSoto	**43.0**	100.0	0.0	50.0	**56.2**	0.0	100.0	50.0
East Baton Rouge	**39.8**	43.7	42.9	34.1	**57.9**	55.7	57.1	65.9
East Carroll	**10.4**	33.3	0.0	0.0	**89.4**	66.7	0.0	100.0
East Feliciana	**29.7**	0.0	0.0	50.0	**70.2**	0.0	0.0	50.0
Evangeline	**61.7**	85.7	0.0	20.0	**38.2**	14.3	0.0	80.0
Franklin	**55.0**	66.7	100.0	0.0	**44.9**	33.3	0.0	100.0
Grant	**81.6**	60.0	0.0	100.0	**17.9**	20.0	0.0	0.0
Iberia	**58.6**	77.1	61.5	57.1	**38.3**	22.9	38.5	42.9
Iberville	**28.4**	60.0	0.0	33.3	**71.5**	40.0	0.0	66.7
Jackson	**62.7**	100.0	0.0	0.0	**37.3**	0.0	0.0	100.0
Jefferson Davis	**73.6**	88.1	75.0	0.0	**25.1**	9.5	25.0	0.0
Jefferson	**51.0**	65.6	42.3	60.9	**38.1**	25.8	42.3	34.8
Lafayette	**66.2**	54.3	90.9	57.1	**32.2**	41.3	9.1	38.1
Lafourche	**74.6**	81.6	64.3	57.1	**20.3**	10.5	21.4	42.8

For comments or more information, please contact: W. Alan Coulter, P.O. Box 57113, New Orleans, LA 70157, (504)942-8214; FAX (504) 942-8305

LEA	% All Wh	Othopedic Disabilities % Wh	Deaf % Wh	Blind % Wh	% All Af-A	Orthopedic Disabilities % Af-A	Deaf % Af-A	Blind % Af-A
LaSalle	**87.3**	80.0	0.0	0.0	**11.6**	20.0	0.0	0.0
Lincoln	**58.3**	33.3	0.0	50.0	**40.7**	66.7	0.0	50.0
Livingston	**93.0**	90.9	100.0	66.7	**6.8**	9.1	0.0	33.3
Madison	**18.1**	0.0	0.0	100.0	**81.0**	100.0	0.0	0.0
Monroe, City of	**13.4**	0.0	50.0	50.0	**86.2**	100.0	50.0	50.0
Morehouse	**35.5**	46.2	0.0	33.3	**64.5**	53.8	0.0	66.7
Nachitoches	**44.3**	75.0	0.0	50.0	**54.8**	25.0	0.0	50.0
Orleans	**6.3**	7.9	0.0	3.7	**89.3**	87.3	89.7	96.3
Ouachita	**76.7**	88.9	100.0	70.0	**22.4**	11.1	0.0	30.0
Plaquemines	**61.6**	66.7	0.0	0.0	**33.5**	16.7	0.0	100.0
Pointe Coupee	**35.3**	42.9	0.0	66.7	**64.3**	57.1	0.0	33.3
Rapides	**56.9**	70.4	43.5	50.0	**40.9**	27.8	56.5	50.0
Red River	**42.0**	66.7	0.0	0.0	**51.6**	33.3	0.0	0.0
Richland	**45.6**	66.7	0.0	50.0	**54.1**	33.3	100.0	50.0
Sabine	**55.7**	100.0	100.0	0.0	**27.3**	0.0	0.0	0.0
St. Bernard	**85.7**	83.3	100.0	77.8	**9.1**	16.7	0.0	11.1
St. Charles	**65.0**	60.0	0.0	66.7	**33.1**	40.0	0.0	33.3
St. Helena	**12.8**	25.0	0.0	100.0	**87.2**	75.0	0.0	0.0
St. James	**29.6**	50.0	0.0	0.0	**70.3**	50.0	0.0	0.0
St. John	**37.7**	50.0	0.0	50.0	**60.3**	50.0	0.0	50.0
St. Landry	**46.8**	58.8	64.3	50.0	**52.8**	41.2	35.7	50.0
St. Martin	**54.0**	57.1	0.0	0.0	**44.6**	42.9	0.0	0.0
St. Mary	**49.8**	62.5	100.0	100.0	**44.9**	31.3	0.0	0.0
St. Tammany	**83.5**	90.9	88.2	90.9	**15.3**	9.1	11.8	9.1
Tangipahoa	**54.4**	70.0	28.6	66.7	**44.9**	30.0	71.4	33.3
Tensas	**21.9**	0.0	0.0	0.0	**78.1**	0.0	0.0	0.0
Terrebonne	**66.7**	73.3	100.00	76.9	**24.0**	15.0	0.0	23.1
Union	**59.5**	100.00	100.0	100.0	**39.8**	0.0	0.0	0.0
Vermillion	**77.1**	95.7	0.0	33.3	**19.8**	4.3	0.0	0.0
Vernon	**69.6**	62.5	0.0	90.0	**22.7**	25.0	0.0	10.0
Washington	**58.6**	87.5	50.00	50.00	**41.1**	12.5	50.0	50.0
Webster	**58.1**	100.0	0.0	100.0	**41.8**	0.0	0.0	0.0
W. Baton Rouge	**50.3**	40.0	0.0	0.0	**49.5**	60.0	0.0	0.0
West Carroll	**78.2**	71.4	0.0	50.0	**21.6**	28.6	0.0	50.0
West Feliciana	**52.9**	60.0	0.0	0.0	**47.0**	20.0	0.0	0.0
Winn	**63.2**	66.7	0.0	100.0	**36.2**	33.3	0.0	0.0

For comments or more information, please contact: W. Alan Coulter, P.O. Box 57113, New Orleans, LA 70157, (504)942-8214; FAX (504) 942-8305

Additional disabilities. Table 4 shows the data for three additional disabilities: Speech Impaired, Other Healsth Impaired, and Autistic. Only 8 LEAs of 66 showed a disproportionate rate for African-American students identified as Speech impaired. Of the eight LEAs, four districts indicated underrepresentation and four an overrepresentation. Nineteen of sixty-six LEAs showed disproprtionate disproportionate for Other Health Impaired with four districts overrepresented and fifteen underrepresented. Forty-one of the sixty-six LEAs were disproportionate for the category of Autistic. However, given the low number of students in many districts with this disability, the significance of the data is unclear.

Table 4

Students with Disabilities Compared to All Students

LEA	% All Wh	Speech % Wh	Other Health Impaired % Wh	Autistic % Wh	% All Af-A	Speech % Af-A	Other Health Impaired % Af-A	Autistic % Af-A
Acadia	**71.2**	75.4	71.0	80.0	**28.6**	24.6	29.0	20.0
Allen	**73.6**	85.0	60.0	100.0	**25.4**	15.0	40.0	0.0
Ascension	**68.5**	57.9	77.1	55.6	**30.4**	41.7	22.9	44.4
Assumption	**54.9**	57.6	52.9	33.3	**44.5**	42.4	47.1	66.7
Avoylles	**60.5**	66.1	63.2	100.0	**38.9**	33.9	36.8	0.0
Beauregard	**81.2**	81.6	76.7	85.7	**17.6**	16.3	23.3	14.3
Bienville	**44.9**	30.1	50.0	100.0	**54.9**	69.9	50.0	0.0
Bogalusa, City of	**54.8**	61.6	50.0	0.0	**44.9**	38.4	50.0	0.0
Bossier	**68.4**	74.6	81.8	42.9	**28.9**	24.5	15.1	57.1
Caddo	**40.0**	41.9	62.4	38.5	**59.0**	57.5	37.6	65.4
Calcasieu	**69.3**	77.3	84.0	84.2	**30.1**	21.7	16.0	15.8
Caldwell	**77.1**	83.3	83.3	100.0	**21.2**	16.7	16.7	0.0
Cameron	**92.6**	93.8	100.0	0.0	**6.1**	4.2	0.0	0.0
Catahoula	**65.2**	60.6	66.7	0.0	**34.1**	39.4	33.3	0.0
Claiborne	**38.8**	43.2	33.3	0.0	**60.8**	55.7	66.7	0.0
Concordia	**48.5**	57.5	62.5	0.0	**49.9**	42.5	37.5	100.0
DeSoto	**43.0**	41.7	14.3	50.0	**56.2**	58.3	85.7	50.0
East Baton Rouge	**39.8**	39.5	58.3	30.2	**57.9**	60.3	41.7	69.8
East Carroll	**10.4**	44.4	33.3	0.0	**89.4**	55.6	66.7	100.0

For comments or more information, please contact: W. Alan Coulter, P.O. Box 57113, New Orleans, LA 70157, (504)942-8214; FAX (504) 942-8305

LEA	% All Wh	Speech % Wh	Other Health Impaired % Wh	Autistic % Wh	% All Af-A	Speech % Af-A	Other Health Impaired % Af-A	Autistic % Af-A
East Feliciana	**29.7**	35.4	57.1	0.0	**70.2**	63.6	42.9	0.0
Evangeline	**61.7**	69.6	72.7	0.0	**38.2**	30.4	27.3	100.0
Franklin	**55.0**	51.6	60.0	0.0	**44.9**	48.4	40.0	100.0
Grant	**81.6**	67.3	78.6	100.0	**17.9**	28.6	14.3	0.0
Iberia	**58.6**	57.1	55.0	60.0	**38.3**	42.0	41.0	30.0
Iberville	**28.4**	32.6	7.7	0.0	**71.5**	67.4	92.3	100.0
Jackson	**62.7**	73.5	54.5	0.0	**37.3**	26.5	45.5	100.0
Jefferson Davis	**73.6**	73.6	88.1	100.0	**25.1**	22.3	9.5	0.0
Jefferson	**51.0**	64.4	61.4	49.5	**38.1**	29.8	33.9	42.1
Lafayette	**66.2**	64.7	71.7	50.0	**32.2**	34.1	27.5	50.0
Lafourche	**74.6**	73.6	83.9	46.7	**20.3**	22.4	12.6	46.7
LaSalle	**87.3**	88.6	100.0	0.0	**11.6**	9.1	0.0	0.0
Lincoln	**58.3**	53.5	77.8	12.5	**40.7**	44.4	22.2	87.5
Livingston	**93.0**	93.6	86.5	0.0	**6.8**	64.1	7.9	100.0
Madison	**18.1**	49.0	100.0	0.0	**81.0**	51.0	0.0	100.0
Monroe, City of	**13.41**	16.5	24.2	0.0	**86.2**	83.5	75.8	100.0
Morehouse	**35.5**	37.8	26.3	0.0	**64.5**	62.2	73.7	100.0
Nachitoches	**44.3**	39.9	28.6	14.3	**54.8**	59.2	68.6	85.7
Orleans	**6.3**	11.4	5.3	6.0	**89.3**	85.4	92.8	94.0
Ouachita	**76.7**	81.3	88.1	66.7	**22.4**	17.9	10.2	33.3
Plaquemines	**61.6**	60.8	87.5	50.0	**33.5**	36.7	12.5	50.0
Pointe Coupee	**35.3**	33.0	40.9	0.0	**64.3**	65.0	59.1	0.0
Rapides	**56.9**	61.5	64.1	68.4	**40.9**	37.5	35.9	31.6
Red River	**42.0**	41.7	0.0	0.0	**57.6**	58.3	0.0	0.0
Richland	**45.6**	61.5	40.0	0.0	**54.1**	36.5	60.0	100.00
Sabine	**55.7**	78.3	64.7	66.7	**27.3**	13.3	23.5	33.3
St. Bernard	**85.7**	87.1	94.6	100.00	**9.1**	64.3	2.7	0.0
St. Charles	**65.0**	56.9	73.3	20.0	**33.1**	41.6	20.0	60.0
St. Helena	**12.8**	7.5	0.0	0.0	**87.2**	92.5	100.0	100.0
St. James	**29.6**	37.1	64.3	0.0	**70.3**	62.9	35.7	100.0
St. John	**37.7**	43.4	47.1	33.3	**60.3**	55.0	52.9	66.7
St. Landry	**46.8**	40.1	64.9	21.4	**52.8**	59.1	34.6	78.6
St. Martin	**54.0**	50.4	61.5	0.0	**44.6**	48.9	38.5	0.0
St. Mary	**49.8**	48.5	55.6	25.0	**44.9**	49.3	42.9	75.0
St. Tammany	**83.5**	81.2	77.6	72.7	**15.3.**	17.3	21.9	27.3
Tangipahoa	**54.4**	51.2	46.0	50.0	**44.9**	48.2	54.0	50.0
Tensas	**21.9**	28.8	50.0	0.0	**78.1**	71.2	50.0	0.0
Terrebonne	**66.7**	66.6	76.7	42.9	**24.0**	21.6	20.9	52.4

For comments or more information, please contact: W. Alan Coulter, P.O. Box 57113, New Orleans, LA 70157, (504)942-8214; FAX (504) 942-8305

LEA	% All Wh	Speech % Wh	Other Health Impaired % Wh	Autistic % Wh	% All Af-A	Speech % Af-A	Other Health Impaired % Af-A	Autistic % Af-A
Union	**59.5**	52.9	55.6	0.0	**39.8**	47.1	44.4	0.0
Vermillion	**77.1**	75.8	84.8	75.0	**19.8**	23.3	15.2	25.0
Vernon	**69.6**	75.0	76.7	25.0	**22.7**	21.4	18.6	75.0
Washington	**58.6**	68.0	71.4	0.0	**41.1**	31.1	28.6	100.0
Webster	**58.1**	64.9	50.0	0.0	**41.8**	35.1	50.0	0.0
W. Baton Rouge	**50.3**	51.1	50.0	66.7	49.5	47.7	50.0	33.3
West Carroll	**78.2**	75.4	80.0	100.0	**21.6**	24.6	20.0	0.0
West Feliciana	**52.9**	55.1	57.1	50.0	**47.0**	44.9	42.9	50.0
Winn	**63.2**	56.9	66.7	0.0	**36.2**	41.5	33.3	0.0

Table 5 displays the data for each LEA concerning Hard of Hearing, Multiple Disabilities, and Noncategorical Preschool. Fourteen of sixty-six school districts showed a disproportionate rate for Hard of Hearing while thirty-five of sixty-six districts were noted as disproportionate for Multiple Disabilities.

Table 5

Students with Specific Diabilities Compared to All Students

LEA	% Wh	Hard of Hearing % Wh	Multiple Disabilities % Wh	NonCat. Preschool % Wh	% Af-A	Hard of Hearing % Af-A	Multiple Disabilities % Af-A	NonCat. Preschool % Af-A
Acadia	**71.2**	71.4	100.0	65.3	**28.6**	28.6	0.0	34.7
Allen	**73.6**	83.3	75.0	68.0	**25.4**	16.7	25.0	32.0
Ascension	**68.5**	70.0	62.5	45.8	**30.4**	30.0	37.5	53.3
Assumption	**54.9**	66.7	0.0	26.4	**33.4**	33.3	100.0	73.6
Avoylles	**60.5**	50.0	0.0	56.1	**38.9**	50.0	0.0	41.5
Beauregard	**81.2**	100.0	100.0	81.3	**17.6**	0.0	0.0	18.7
Bienville	**44.9**	50.0	50.0	31.6	**54.9**	50.0	50.0	68.4
Bogalusa, City of	**54.8**	55.6	100.0	53.6	**44.9**	44.4	0.0	46.4
Bossier	**68.4**	73.3	77.8	38.8	**28.9**	26.7	22.2	58.3
Caddo	**40.0**	50.0	38.3	18.7	**59.0**	50.0	60.0	81.1
Calcasieu	**69.3**	77.8	57.1	59.6	**30.1**	22.2	42.9	40.4
Caldwell	**77.1**	100.0	83.3	75.0	**21.2**	0.0	16.7	25.0
Cameron	**92.6**	75.0	0.0	90.5	**6.1**	25.0	0.0	9.5

For comments or more information, please contact: W. Alan Coulter, P.O. Box 57113, New Orleans, LA 70157, (504)942-8214; FAX (504) 942-8305

LEA	% All Wh	Hard of Hearing % Wh	Multiple Disabilities % Wh	NonCat. Preschool % Wh	% All Af-A	Hard of Hearing % Af-A	Multiple Disabilities % Af-A	NonCat. Preschool % Af-A
Catahoula	**65.2**	0.0	100.0	40.0	**34.1**	0.0	0.0	60.0
Claiborne	**38.8**	0.0	0.0	25.5	**60.8**	100.0	100.0	74.5
Concordia	**48.5**	33.3	33.3	37.5	**49.9**	66.7	66.7	58.3
DeSoto	**43.0**	25.0	100.0	34.4	**56.2**	75.0	0.0	65.6
East Baton Rouge	**39.8**	42.6	40.0	34.1	**57.9**	55.6	60.0	65.9
East Carroll	**10.4**	0.0	0.0	0.0	**89.4**	100.0	100.0	100.0
East Feliciana	**29.7**	50.0	0.0	31.8	**70.2**	50.0	100.0	68.2
Evangeline	**61.7**	75.0	60.0	24.0	**38.2**	25.0	40.0	76.0
Franklin	**55.0**	66.7	25.0	47.80	**44.9**	33.3	50.0	52.2
Grant	**81.6**	100.0	100.0	69.6	**17.9**	0.0	100.0	30.4
Iberia	**58.6**	67.9	51.4	54.4	**38.3**	32.1	48.6	44.1
Iberville	**28.4**	0.0	0.0	17.1	**71.5**	100.0	100.0	82.9
Jackson	**62.7**	50.0	83.3	85.7	**37.3**	50.0	16.7	14.3
Jefferson Davis	**73.6**	100.0	60.0	66.0	**25.1**	0.0	40.0	34.0
Jefferson	**51.0**	63.9	48.5	66.9	**38.1**	31.9	42.3	29.4
Lafayette	**66.2**	64.4	70.7	49.2	**32.2**	35.6	29.3	49.2
Lafourche	**74.6**	63.0	85.7	51.0	**20.3**	33.3	14.3	44.1
LaSalle	**87.3**	100.0	100.0	66.7	**11.6**	0.0	0.0	33.3
Lincoln	**58.3**	70.0	54.5	27.8	**40.7**	30.0	45.5	72.2
Livingston	**93.0**	100.0	84.6	79.8	**6.8**	0.0	15.4	20.2
Madison	**18.1**	0.0	0.0	31.0	**81.0**	100.0	100.0	69.0
Monroe, City of	**13.4**	30.4	25.0	2.1	**86.2**	69.6	75.0	97.9
Morehouse	**35.5**	37.5	44.4	31.2	**64.5**	62.5	55.6	68.8
Nachitoches	**44.3**	44.4	30.0	19.8	**54.8**	55.6	70.0	79.1
Orleans	**6.3**	6.0	9.8	5.0	**89.3**	91.0	86.7	94.5
Ouachita	**76.7**	79.2	84.6	65.2	**22.4**	20.8	11.5	34.8
Plaquemines	**61.6**	66.7	78.6	46.7	**33.5**	33.3	21.4	46.7
Pointe Coupee	**35.3**	50.0	50.0	16.7	**64.3**	50.0	50.0	83.3
Rapides	**56.9**	65.5	80.0	48.7	**40.9**	34.5	20.0	51.3
Red River	**42.0**	0.0	0.0	16.7	**57.6**	0.0	0.0	83.3
Richland	**45.6**	42.9	45.5	52.3	**54.1**	57.1	54.5	46.6
Sabine	**55.7**	100.0	60.0	54.4	**27.3**	0.0	40.0	43.9
St. Bernard	**85.7**	91.7	71.4	78.6	**9.1**	8.3	14.3	21.4
St. Charles	**65.0**	66.7	64.3	54.3	**33.1**	33.3	35.7	45.7
St. Helena	**12.8**	0.0	0.0	13.0	**87.2**	0.0	100.0	87.0
St. James	**29.6**	0.0	0.0	35.1	**70.3**	100.0	100.0	64.9
St. John	**37.7**	50.0	47.8	27.4	**60.3**	41.7	52.2	72.0
St. Landry	**46.8**	47.1	63.6	37.9	**52.8**	52.9	36.4	62.1
St. Martin	**54.0**	30.0	69.2	37.7	**44.6**	60.0	30.8	62.3

For comments or more information, please contact: W. Alan Coulter, P.O. Box 57113, New Orleans, LA 70157, (504)942-8214; FAX (504)942-8305

LEA	% All Wh	Hard of Hearing % Wh	Multiple Disabilities % Wh	NonCat. Preschool % Wh	% All Af-A	Hard of Hearing % Af-A	Multiple Disabilities % Af-A	NonCat. Preschool % Af-A
St. Mary	**49.8**	63.2	41.7	44.8	**44.9**	36.8	58.3	54.0
St. Tammany	**83.5**	75.6	77.4	79.0	**15.3**	24.4	19.4	19.6
Tangipahoa	**54.4**	60.0	61.1	36.8	**44.9**	40.0	38.9	62.2
Tensas	**21.9**	50.0	100.0	5.0	**78.1**	50.0	0.0	95.0
Terrebonne	**66.7**	53.3	60.0	50.0	**24.0**	40.0	30.0	40.7
Union	**59.5**	50.0	50.0	25.9	**39.8**	50.0	50.0	72.4
Vermillion	**77.1**	80.0	66.7	71.7	**19.8**	20.0	33.3	26.4
Vernon	**69.6**	71.4	88.9	82.8	**22.7**	28.6	0.0	12.6
Washington	**58.6**	57.1	100.0	48.1	**41.1**	42.9	0.0	51.9
Webster	**58.1**	33.3	10.0	50.0	**41.8**	66.7	90.0	50.0
W. Baton Rouge	**50.3**	50.0	50.0	66.7	**49.5**	50.0	50.0	33.3
West Carroll	**78.2**	100.0	83.3	71.9	**21.6**	0.0	16.7	28.1
West Feliciana	**52.9**	0.0	100.0	28.6	**47.0**	100.0	0.0	71.4
Winn	**63.2**	100.0	66.7	26.6	**36.2**	0.0	33.3	71.9

Gifted and Talented. Table 6 shows the data for Gifted and Talented for each LEA compared to the ethnic group's representation in the general population. Gifted is a state supported category requiring both high academic and cognitive scores on standardized tests for eligibility. Talented is a state supported exceptionality identified in three areas: visual arts, music, and drama. Identification is conducted by specially trained examiners using state developed standardized tests. Fifty-nine of sixty-six LEAs (89.4%) showed disproportionate underrepresentation of African-American students. Only twenty-two LEAs identified students as Talented with fifteen LEAs (68.2%) indicating a disproportionate rate of identification.

For comments or more information, please contact: W. Alan Coulter, P.O. Box 57113, New Orleans, LA 70157, (504)942-8214; FAX (504) 942-8305

Table 6

Students Identified as Gifted or Talented Compared to All Students

LEA	% of All Wh	Gifted % Wh	Talented % Wh	% of all Af-A	Gifted % Af-A	Talented % Af-A
Acadia	**71.2**	90.5	0.0	**28.6**	7.5	0.0
Allen	**73.6**	97.1	0.0	**25.4**	2.9	0.0
Ascension	**68.5**	92.2	100.0	**30.4**	7.6	0.0
Assumption	**54.9**	93.3	0.0	**44.5**	6.7	0.0
Avoylles	**60.5**	91.1	0.0	**38.9**	5.9	0.0
Beauregard	**81.2**	94.7	0.0	**17.6**	3.2	0.0
Bienville	**44.9**	88.2	0.0	**54.9**	11.8	0.0
Bogalusa, City of	**54.8**	94.7	79.6	**44.9**	5.3	20.4
Bossier	**68.4**	93.5	0.0	**28.9**	4.6	0.0
Caddo	**40.0**	89.5	0.0	**59.0**	7.5	0.0
Calcasieu	**69.3**	89.1	0.0	**30.1**	8.1	0.0
Caldwell	**77.1**	94.1	0.0	**21.2**	5.9	0.0
Cameron	**92.6**	100.0	94.0	**6.1**	0.0	1.2
Catahoula	**65.2**	96.4	0.0	**34.1**	3.6	0.0
Claiborne	**38.8**	89.2	79.8	**60.8**	10.8	17.9
Concordia	**48.5**	76.7	100.0	**49.9**	20.5	0.0
DeSoto	**43.0**	90.2	0.0	**56.2**	8.8	0.0
East Baton Rouge	**39.8**	87.7	50.0	**57.9**	11.7	50.0
East Carroll	**10.4**	0.0	0.0	**89.4**	100.0	0.0
East Feliciana	**29.7**	54.5	0.0	**70.2**	45.5	0.0
Evangeline	**61.7**	82.6	0.0	**38.2**	8.7	0.0
Franklin	**55.0**	88.3	0.0	**44.9**	11.0	0.0
Grant	**81.6**	92.6	0.0	**17.9**	7.4	0.0
Iberia	**58.6**	81.7	0.0	**38.3**	15.6	0.0
Iberville	**28.4**	52.0	0.0	**71.5**	48.0	0.0
Jackson	**62.7**	90.0	87.5	**37.3**	10.0	12.5
Jefferson Davis	**73.6**	96.9	0.0	**25.1**	0.0	0.0
Jefferson	**51.0**	75.3	61.6	**38.1**	11.9	20.5
Lafayette	**66.2**	87.4	0.0	**32.2**	10.2	0.0
Lafourche	**74.6**	96.1	100.0	**20.3**	1.6	0.0
LaSalle	**87.3**	94.9	0.0	**11.6**	2.6	0.0
Lincoln	**58.3**	86.1	0.0	**40.7**	10.2	0.0
Livingston	**93.0**	98.5	0.0	**6.8**	0.5	0.0
Madison	**18.1**	56.5	0.0	**81.0**	43.5	0.0
Monroe, City of	**13.4**	57.0	0.0	**86.2**	43.0	100.0

For comments or more information, please contact: W. Alan Coulter, P.O. Box 57113, New Orleans, LA 70157, (504)942-8214; FAX (504) 942-8305

LEA	% All Wh	Gifted % Wh	Talented % Wh	% All Af-A	Gifted % Af-A	Talented % Af-A
Morehouse	**35.5**	75.7	0.0	**64.5**	24.3	0.0
Nachitoches	**44.3**	78.0	74.1	**54.8**	20.6	24.1
Orleans	**6.3**	45.2	18.3	**89.3**	47.7	77.3
Ouachita	**76.7**	91.9	0.0	**22.4**	6.6	0.0
Plaquemines	**61.6**	91.4	100.0	**33.5**	7.4	0.0
Pointe Coupee	**35.3**	83.3	0.0	**64.3**	16.7	0.0
Rapides	**56.9**	90.0	0.0	**40.9**	7.1	0.0
Red River	**42.0**	100.0	0.0	**57.6**	0.0	0.0
Richland	**45.6**	83.9	0.0	**54.1**	16.1	0.0
Sabine	**55.7**	84.1	0.0	**27.3**	2.3	0.0
St. Bernard	**85.7**	91.3	70.0	**9.1**	1.3	20.0
St. Charles	**65.0**	87.0	80.0	**33.1**	10.1	19.3
St. Helena	**12.8**	14.3	0.0	**87.2**	85.7	0.0
St. James	**29.6**	81.2	0.0	**70.3**	18.8	0.0
St. John	**37.7**	75.5	48.0	**60.3**	24.5	48.0
St. Landry	**46.8**	68.2	0.0	**52.8**	31.0	0.0
St. Martin	**54.0**	90.7	100.0	**44.6**	6.9	0.0
St. Mary	**49.8**	91.6	0.0	**44.9**	5.4	0.0
St. Tammany	**83.5**	96.3	90.1	**15.3**	1.9	6.7
Tangipahoa	**54.4**	87.9	100.0	**44.9**	8.4	0.0
Tensas	**21.9**	55.6	28.9	**78.1**	44.4	71.1
Terrebonne	**66.7**	91.7	0.0	**24.0**	3.1	0.0
Union	**59.5**	90.3	0.0	**39.8**	9.7	0.0
Vermillion	**77.1**	92.0	0.0	**19.8**	8.0	0.0
Vernon	**69.6**	83.8	0.0	**22.7**	7.2	0.0
Washington	**58.6**	91.3	76.5	**41.1**	7.9	23.5
Webster	**58.1**	92.9	0.0	**41.8**	7.1	0.0
W. Baton Rouge	**50.3**	81.9	78.7	**49.5**	16.7	21.3
West Carroll	**78.2**	93.6	0.0	**21.6**	6.4	0.0
West Feliciana	**52.9**	81.1	0.0	**47.0**	18.9	0.0
Winn	**63.2**	89.3	88.6	**36.2**	10.7	8.6

Discussion

These data suggest that significant disproportion in ethnic representation of students within some exceptionalities exist in a number of schools in this state. The data for the sixty-six LEAs indicates that the number of districts rated as disproportionate is substantially higher for traditional

For comments or more information, please contact: W. Alan Coulter, P.O. Box 57113, New Orleans, LA 70157, (504)942-8214; FAX (504) 942-8305

socially-determined disabilities in comparison to those disabilities more likely to be identified as traditional biologically-determined. These data also suggest significant under-representation for African-American students for the exceptionality of Gifted. However, this may be one of the first studies to report large scale, fully representative information derived directly from an individual student-based data base. Hence, the argument over whether or not genuine differences exist may not yet be resolved.

The literature on disproportionate identification has never acheived consensus on why disproportion exists. Explanations have ranged from biased testing practices (Gordon & Terrel, 1981) to deficiencies in African-American culture (D'Souza, 1995) without any conclusive evidence to settle the debate. Reschly and Ward (1991) have supported perhaps the most popular explanation: economic poverty. These data do indicate that the school districts depicted in this report may want to examine present practices for identificaton of socially-determined disabilities and gifted. However, as Heller, Holtzman, and Messick (1982) suggest, perhaps the current classification system may obscure the genuine need to more adequately address the schooling needs of all children. In times of limited resources, perhaps the principal effort needs to be directed at meeting student needs.

For comments or more information, please contact: W. Alan Coulter, P.O. Box 57113, New Orleans, LA 70157, (504)942-8214; FAX (504) 942-8305

References

Aponte, J., Rivers, R., & Wohl, J. (1995). Psychological intterventions and cultural diversity. Boston: Allyn & Bacon.

Board of Elementary and Secondary Education. (1993). Pupil appraisal handbook: Bulletin 1508. Baton Rouge. LA: Louisiana Department of Education.

Chinn, P. C. & Hughes, S. (1987). Representation of minority students in special education classes. Remedial and Special Education, 8(4), 41-46.

Dana, R. H. (1993). Multicultural assessment perspectives for professional psychology. Boston: Allyn & Bacon.

Designs for Change. (1982). Caught in the web: Misplaced children in Chicago's classes for the mentally retarded. Chicago: author.

D'Souza, D. (1995). The end of racism: Principles for a multiracial society. New York: Free Press.

Dunn, L. (1968). Special education for the mildly retarded: Is much of it justifiable? Exceptional Children, 7, 5-24.

Finn, J. (1982). Patterns in special education placement as revealed by OCR surveys. In K. Heller, W. Holtzman, & S. Messick (Eds.), Placement of children in special education: A strategy for equity (pp. 322-381). Washington, DC: National Academy of Sciences Press.

Gelb, S. A., & Mizokawa, D. T. (1986). Special education and social structure: The commonality of "exceptionality." American Educational Research Journal, 23, 543-557.

Gordon, E. W., & Terrell, M. (1981). The changed social context of testing. American Psychologist, 36, 1167-1171.

For comments or more information, please contact: W. Alan Coulter, P.O. Box 57113, New Orleans, LA 70157, (504)942-8214; FAX (504) 942-8305

Gresham, F., MacMillan, D., & Siperstein, G. (1995). Critical analysis of the 1992 AAMR definition: Implications for school psychology. School Psychology Quarterly, 10, 1-19.

Harry, B. (1994). The disproportionate representation in special education: Theories and recommendations. Alexandria, VA: National Association of State Directors in Special Education.

Heller, K., Holtzman, W.,& Messick, S. (Eds.). (1982). Placement of students in special education: A strategy for equity. Washington, D.C.: National Academy Press.

Office of Special Educational Programs. (October, 1995). Louisiana special education records (LANSER) data report. Baton Rouge, LA: Louisiana Department of Education.

Office of Research and Development. (1995). One hundred forty-fifth annual financial and statisical report: 1993-94 Bulletin 1472. Baton Rouge: Louisiana Depratment of Education.

Ortiz, A. & Yates, J. R. (1983). Incidence of exceptionality among Hispanics: Implications for manpower planning. National Association of Bilingual Education Journal, 7(3), 41-53.

Maheady, L., Towne, R., Algozzine, B., Mercer, J., & Ysseldyke, J. (1983). Minority overrepresentation: A case for alternative practices prior to referral. Learning Disabilities Quarterly, 6,(4), 448-456.

Morison, P., White, S., & Feuer, M. (1996). The use of IQ tests in special education decision making and planning: Summary of two workshops. Washington, D.C.: National Academy Press.

Peelen, J. (May, 1995). OCR policies including overrepresentation of minorities. Workshop presented at 16th National Institute on Legal Issues of Educating Individuals with Disabilities, New Orleans, LA.

For comments or more information, please contact: W. Alan Coulter, P.O. Box 57113, New Orleans, LA 70157, (504)942-8214; FAX (504) 942-8305

Reschly, D. J. (March, 1995). Approaches to the analysis and resolution of disproportionate minority participation in general and special education programs. Workshop presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.

Reschly, D. J., Kicklighter, R. H., & McKee, P. (1988a). Recent placement litigation, Part I, regular education grouping: Comparison of *Marshall* (1984, 1985) and *Hobson* (1967, 1969). School Psychology Review, 17, 9-21.

Reschly, D. J., Kicklighter, R. H., & McKee, P. (1988b). Recent placement litigation, Part II, minority EMR overrepresentation: Comparison of *Larry P.* (1979, 1984, 1986) with *Marshall* (1984, 1985) and *S-1* (1986). School Psychology Review, 17, 22-38.

Reschly, D. J., Kicklighter, R. H., & McKee, P. (1988). Recent placement litigation, Part III: Analysis of differences in *Larry P.*, *Marshall*, and *S-1* and implications for future practices. School Psychology Review, 17, 39-50.

Reschly, D. & Ward, S. (1991). Use of adaptive behavior measures and overrepresentation of Black students in programs for students with mild mental retardation. American Journal on Mental Retardation, 96, 257-268.

Tomlinson, S. (1982). Sociology of special education. London: Routledge & Kegan Paul.

Tucker, J. (1980). Ethnic proportions in classes for the learning disabled: Issues in non-biased assessment. Journal of Special Education, 14, 93-105.

U. S. Department of Education. (1995). To assure the free and appropriate public education of all children with disabilities: Seventeenth report to Congress on the implementation of *The Individuals With Disabilities Education Act*. Washington, D.C.: author

For comments or more information, please contact: W. Alan Coulter, P.O. Box 57113, New Orleans, LA 70157, (504)942-8214; FAX (504) 942-8305

U. S. General Accounting Office. (1981). Disparities still exist in who gets special education. Washington, D.C.: Author.

Ysseldyke, J. E., & Algozzine, B. (1982). Critical issues in special and remedial education. Boston: Houghton-Mifflin.

For comments or more information, please contact: W. Alan Coulter, P.O. Box 57113, New Orleans, LA 70157, (504)942-8214; FAX (504) 942-8305

Poster presented at the CEC Convention, 1996, Orlando, FL

Alarming or Disarming? The status of ethnic differences within exceptionalities

W. Alan Coulter, Ph.D.
Human Development Center,
LSU Medical Center,
New Orleans, LA

1

Background

- Ethnic Disproportion as an indicator of concerns
  - Advocacy interests
  - Office of Civil Rights interests

Vs.

- Ethnic Disproportion as a statistical anomaly
  - What type of disproportion?
  - What is significant?
  - Are the outcomes different?

2

Advocacy Interests in Disproportions

- Is special education inherently stigmatizing?
- Is special education a vehicle for social control versus accommodating diversity?
- Should the special education setting be a mirror of the general education setting (& community)?
- Are the procedures used for identification sensitive to cultural diversity?

3

Office of Civil Rights Interests

- Mere disproportion is not enough
- Special education is "not generally harmful or inappropriate." (Peelen, 1995)
- Is the placement appropriate or the classification accurate?
- Is there significant racial separation?

4

Statistical Questions

- How do you calculate disproportion?
  - Percent of category, or
  - Percent of group
- What is significant disproportion?
  - 10% or 10% variance
- Are the outcomes different for different ethnic groups?

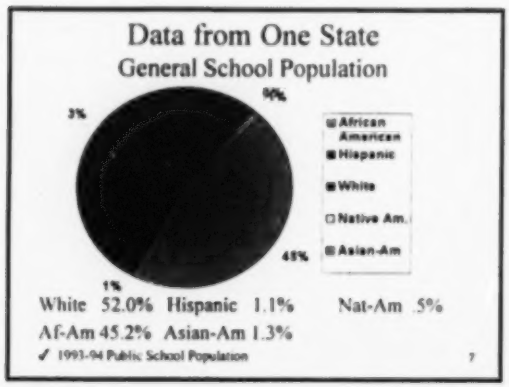
5

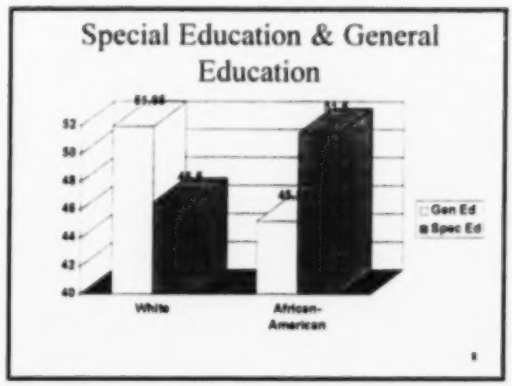
Data from One State

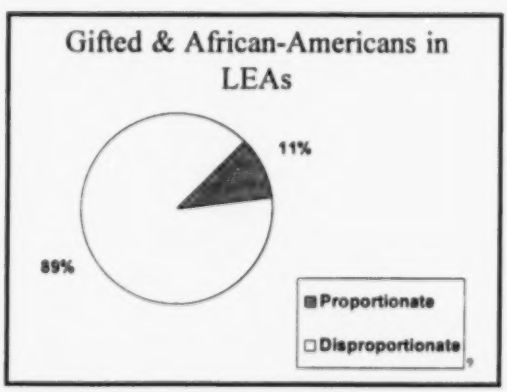
- 1993-94 Public School Population General Education Statistics from the Louisiana Board of Elementary & Secondary Education
- 1994 Special Education Count for the Minimum Foundation Program from LANSER (LA Network of Special Education Records)

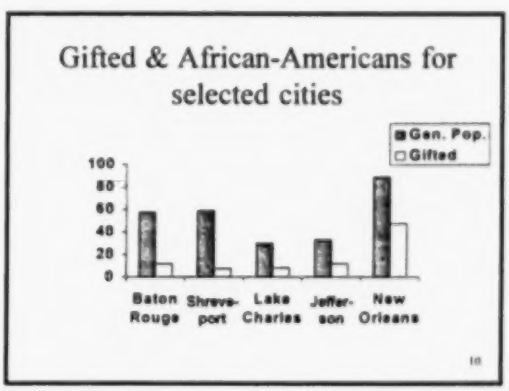
6

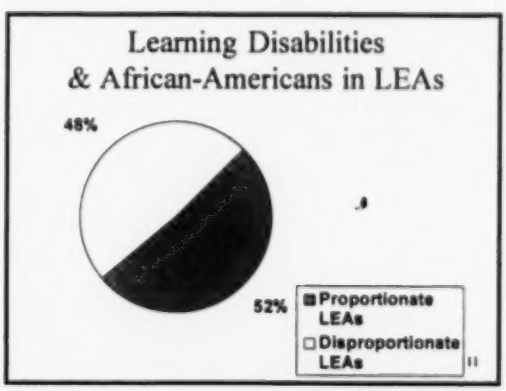
For more information, please contact: W. Alan Coulter, Ph.D., Human Development Center, LSUMC, 1100 Florida Ave., Bldg. 138, New Orleans, LA 70119; 504-942-8214.

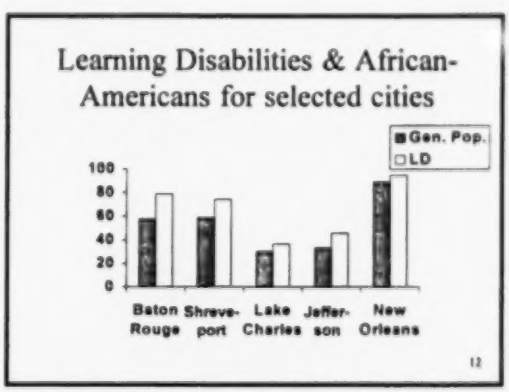




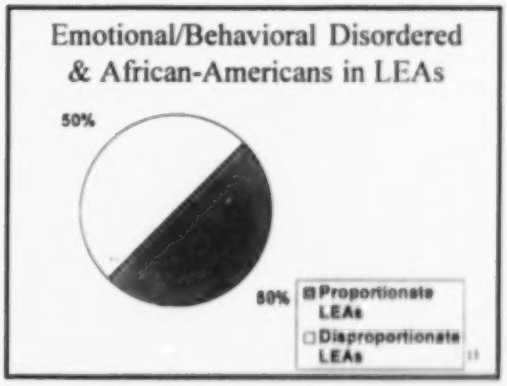


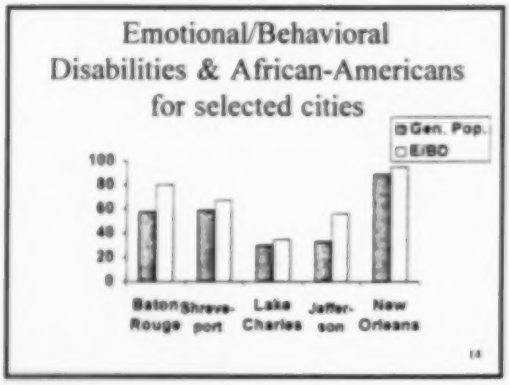


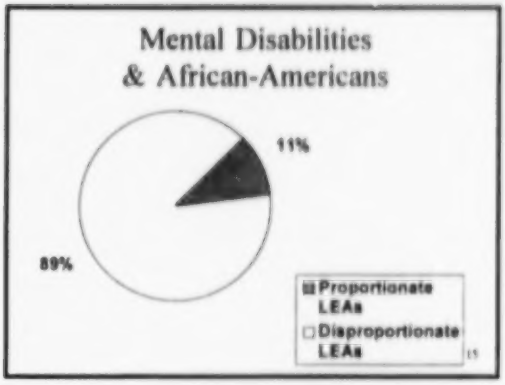


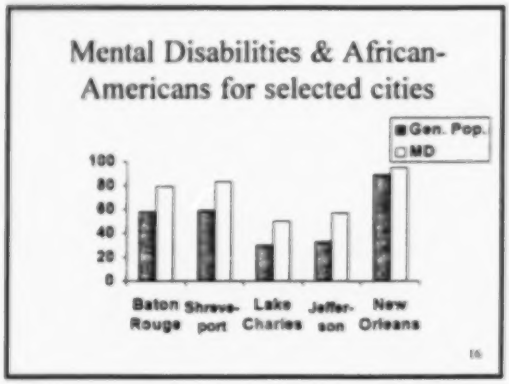


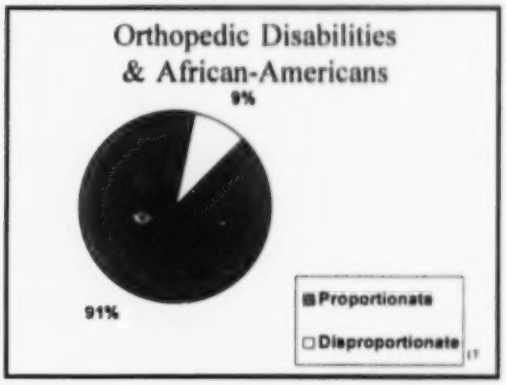
For more information, please contact: W. Alan Coulter, Ph.D., Human Development Center, LSUMC, 1100 Florida Ave., Bldg. 138, New Orleans, LA 70119; 504-942-8214.

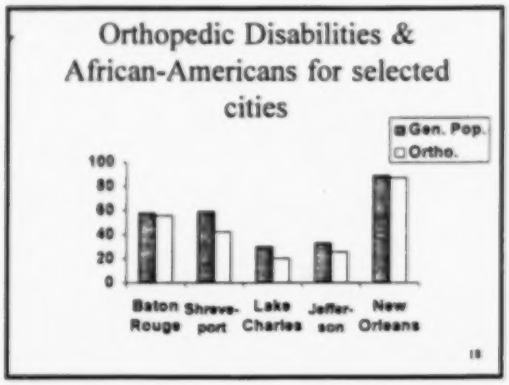




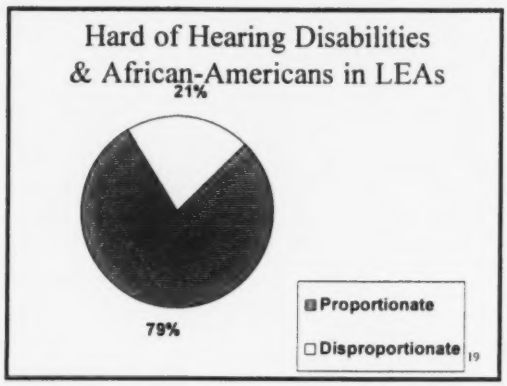


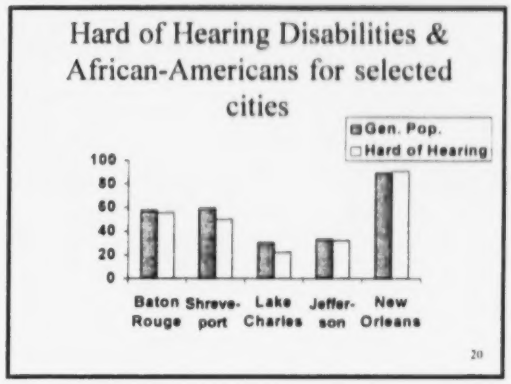


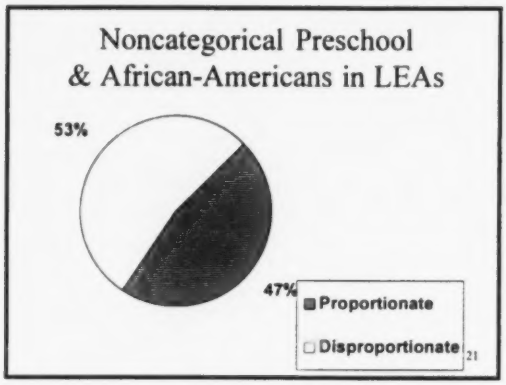


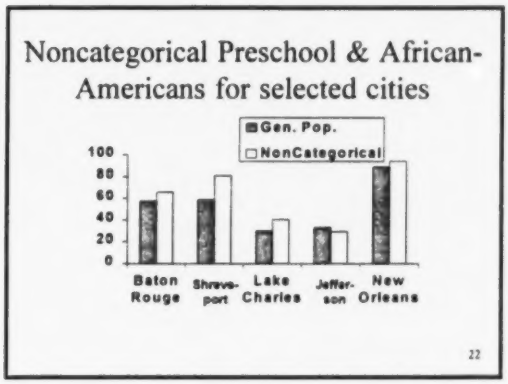


For more information, please contact: W. Alan Coulter, Ph.D., Human Development Center, LSUMC, 1100 Florida Ave., Bldg. 138, New Orleans, LA 70119; 504-942-8214.









For more information, please contact: W. Alan Coulter, Ph.D., Human Development Center, LSUMC, 1100 Florida Ave., Bldg. 138, New Orleans, LA 70119; 504-942-8214.